SCOTTISH FA

Early Years Resource

COACH EDUCATION

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Presentation

SCOTTISH FA
Coach Education

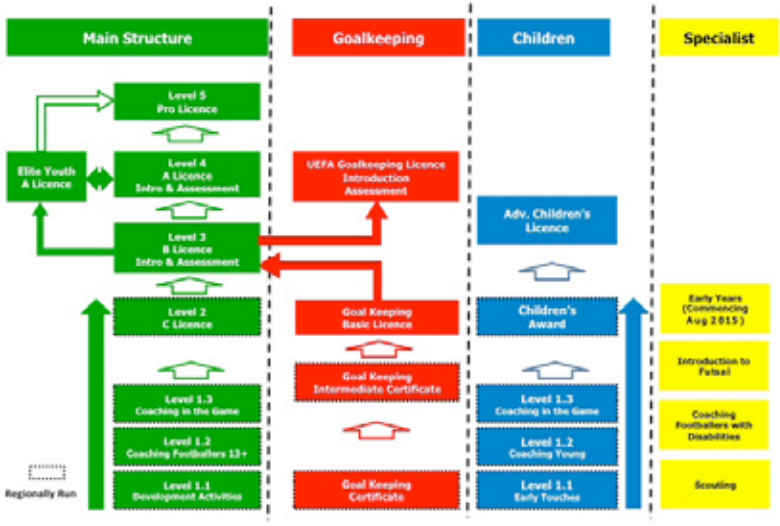
Early Years

Course Programme

1000-1015hrs	Welcome & Registration
1015-1045hrs	Course Introduction & Theory Presentation
1045 – 1130hrs •BMT Content •Fundamental Skills	Practical Content
1130 - 1300hrs	Practical Content • Theme(s) 1 - 4
1300 - 1345hrs	Break
1345-1545hrs	Practical Content • Theme(s) 5 - 10
1545-1600hrs	Discussion, Q & A

Course Introduction

- Coach Education Structure
- Aims
- Purpose
- Developing The Whole Child
- BMT
- Fundamental Skills
- Early Years Programmes
- Planning & Delivery of an Early Years Session
- Curriculum / Equipment



Course Aims

- Enjoyable
- Friendly
- Informative
- Educational
- Challenging
- Satisfaction
- Creative
- Award

Purpose

- Providing enjoyable and rewarding experiences
- Helping to increase: self esteem, promote a positive attitude to physical activity & sport as well as leaving a good lasting experience of sport
- Focusing on how children: Grow, Develop, Interact and Learn
- Developing The Whole Child
- Incorporating 'FUNdamental' Skills

('Early Years', Curriculum for Excellence Implementation Plan Document 2013/14)

Purpose

•Not overly sport specific – focus on fun!

•Role of Parent

•Tying in with Curriculum for Excellence

•To facilitate progression in children's learning with the transition from Pre School into primary through a 'learning story'. (Curriculum for Excellence)

•**Imaginative Story Telling** – includes focus on: Literacy, Numeracy, Health & Wellbeing as well as learning about Scotland itself

('Early Years', Curriculum for Excellence Implementation Plan Document 2013/14)

Developing The Whole Child

Creatively –

•Allowing the child to express themselves

•Problem solve

•Come up with their own ideas

•Providing opportunity for imaginations to run wild within the Early Years' session story.

Developing The Whole Child

Cognitively –

•Developing listening skills

•Developing attention span

•Developing powers of observation through recognising patterns, shapes and colours.

Developing The Whole Child

Personally –

•Inspiring the child to self-motivate

•Improving self-confidence

•Improving independence

•Improving self-control

•Improving co-operation

Developing The Whole Child

Physically –

• Developing the child's motor skills

• Fundamental movement competencies

• ABC's

Developing The Whole Child

Socially –

•Working as a team

•Sharing with others

•Building friendships

•Respecting others.

BMT

Better Movers & Thinkers

Introduction

BMT is an approach to learning, teaching and coaching in physical education, physical activity and sport (PEPAS) that uses the links between the development of movement skills and the development of thinking skills that, have been established by extensive research, to produce higher levels of performance.

The BMT approach begins with movement, then layers thinking tasks on top of the movement, then layers further refinement onto the movement, before adding more complexity to the thinking tasks.

In following this sequence the learners are encouraged to engage in the tasks at their differentiated levels, and the coach acts as a supportive guide in the learning process.

BMT Practical Content

The following practical exercises have been designed to help develop the key transferrable skills, qualities and attributes that underpin successful performance.

These exercises include “Scaffolding Practices” which are specific situations and teaching strategies, designed to improve performance by focusing attention on, and supporting the development of, the key elements that have been identified.

Practical Exercise
Moving and Thinking

This exercise is essentially Individual running/movement within a marked space.

Progressions

•Encourage the children to choose a pathway around the space, avoiding contact with other people, and changing direction frequently.

•Encourage the children to change the way they are traveling – they change from running forward to skipping, to hopping, to jumping, to sidestepping, to crawling.

•Ask the children to use different parts of their feet or their body to touch the floor (the ground), like their heels, their tip toes, the edges of their feet – progress this to combinations of different floor touches e.g. one foot touches with the heel, one foot touches with the toes etc.

Key Points

•This helps develop kinaesthetic awareness.

Practical Exercise – Moving-thinking & Cooperating

This exercise adds the component of working with a partner while moving within a marked space

Progressions

•Encourage the children to choose a random movement pattern within the marked area, with different methods of travelling, but also encourage them to create moments where they are face-to-face with a temporary partner. On arriving in this situation the partners stop – clap their own hands – make a two footed jump to opposite sides - then move away from each other again.

•This progresses to a more detailed sequence; they clap their hands together – then clap their partners hands – then make a two footed jump to opposite sides – then make a jump half turn to face away from their partner, then start to run or skip again.

Key Points

•This helps develop kinaesthetic awareness, sequential thinking, and cooperating with a partner.

Practical Exercise Start-stop-follow

This exercise encourages the children to pay attention to information cues from, and to cooperate with a partner.

Progressions

- The children begin by moving about the marked space, with one in front of the other. The front person decides the method of traveling, the direction, and the speed. The front person also adds stopping to the sequence.
- When the front person stops they then strike a pose (like Usain Bolt), and then hold it for a short period of time. Their partner also stops and strikes the same pose. Change the leader frequently.

Key Points

- This helps develop focus of attention, partner working and offers an opportunity for creativity

Practical Exercise Touch and Lift

This exercise encourages the children to form a basic internal 'map' of their body

Progressions

•Begin with one person lying on the floor on their back, with a partner kneeling at side.
•The person lying on the floor should have their feet together and their hands by side.
•The kneeling person touches a body part (an arm or a leg, or forehead) of their partner
•On feeling the touch person lying on the floor raises that body part, then lowers it again.
•The raising and lowering should be completed with control
•Extensions to the basic exercise

- Touch two body parts together (two arms, two legs, limbs on same side, limbs on opposite sides)
- Develop a sequence of 3 individual touches
- Increase the number of touches to be remembered

Key Points

•This helps develop kinaesthetic awareness

Practical Exercise Changing Shapes

This exercise encourages the children to develop postural control, and working memory.

Progressions

•The children move in a marked space using different methods of travel.
•At a signal from the coach, the children look at the coach, then copy the postural shape they have formed – it could be one of three;
•**HUGE** – this shape asks the player to stretch their arms and legs into a star shape;
•**SMALL** – this shape asks the players to crouch down and make themselves as small as possible;
•**LONG** – this shape asks the players to make themselves into a stretched and straight line – this can be done standing or lying on the floor.
•The coach holds the posture for a few seconds, before encouraging the children to move again.
•The first progression of the exercise is for the children to choose a different shape from the one the coach demonstrates.
•The next progression is for the children to repeat the sequence of three shapes when asked, beginning with the posture demonstrated by the coach

Key Points

•This helps develop focus of attention, inhibition control, partnership working, and kinaesthetic awareness

Practical Exercise
Ball juggling with footballs / tennis balls

These exercises encourage the children to pay attention to information cues from the ball flight, and to developing coordination

Progressions

- Throwing and catching the football
- Juggling the football/tennis ball from hand to hand
- From one hand to the same hand
- Add the element of travel while the balls are being juggled
- Add elements like clapping hands while the ball is in the air.
- Add the element of working with a partner to throw and catch the ball

Key Points

This helps to develop coordination and sequential thinking.

Incorporating BMT into the Early Years Session

- The BMT exercises should be used in the Early Years session at the 'Introductory Activities' stage, and can be reinforced in the 'Free Play with Parents' phase.
- The selection of the Scaffolding Practice to be used should be based upon the coaches assessment of the children's needs.
- The same Scaffolding Practice can be used in successive sessions

BMT

Key threads of an Early Years programme; encouraging children to learn to control themselves, their movements and the space they occupy, then applying that movement control to specific situations.

Key thread	Explanation
Body awareness: This refers to building a body map – kinaesthetic awareness	This refers to the internal awareness of the body, and what it feels like when the various body parts are moved. Having an accurate sense of body awareness (a body map) is the first step in learning to control movement.
Starting and stopping: This refers to both cognitive and physical starting and stopping	The children need to learn how to control their focus of attention and not be distracted when working (Executive Function skills) – these are cognitive skills. They also need to learn to listen and respond to signals that condition their actions 'Go and Stop' – these are both cognitive and physical skills.
Postural control: This is part of developing gross motor control	This is part of developing gross motor control, and refers to learning to control and organise the larger muscle groups of the legs, arms, back and shoulders to achieve actions like running, jumping and throwing.
Balance and travelling: These two elements are essential to the child development process.	Balance is a basic element of moving with control. Travelling can happen in a variety of ways and helps develop coordination. Travelling is seen as being fluent when it also involves controlled balance and posture.
Patterns and sequences: The ability to think sequentially helps develop focus of attention, working memory, and other key EF skills.	Developing the ability to think sequentially can be supported through the completion of a series of physical tasks

Fundamental Skills

- Developing the whole child physically
- Transferable from sport to sport
- Agility, Balance & Co-ordination (Developing ABC's)
- Hidden within syllabus

Example: Static Balance – One Leg Standing

A. Time limit (10 seconds) B. Eyes closed C. Squat – bending one leg D. Placing a Cone

Early Years Programmes

- 2 Programmes
  - 18months-3 years
  - 3-5years
- Themed 'Story Telling' Sessions
- Fundamental Inclusion (12 skills)

Planning an Early Years Session

18mths – 3years (30mins)

Introductory Activities / Warm-Up	5 mins
Main Activities	15 mins
Free Play (with Parents)	5 mins
Cool Down / Review	5 mins

Planning an Early Years Session

3-5 years (45mins)

Introductory Activities / Warm-Up	10 mins
Main Activities	20 mins
Games	10 mins
Cool Down / Review	5 mins

- Relaxation Area

Warm Up / Introduction (5mins/10mins)
Set the scene / What is this week's story or theme?
Energy Release – theme related game
Introduction of Fundamental Skill(s) for that week.
Water / Juice Break

Main Activity (15mins/20mins)
Fun games related to today's theme with story delivery throughout
Water / Juice Break

Free Play / Games (5mins/10mins)
Free play with parents / Small Sided Games
If can relate to theme or story – great!

Cool Down / Review (5mins)
Relaxation
Recap of today's story. What have they learned?

Delivery of an Early Years Session

- Sessions should always be FUN!
- Focus on enjoyment and participation
- Have realistic expectations
- Listen
- Be consistent
- Be prepared (for the unexpected)
- Ensure progression
- Be creative

Curriculum / Syllabus

- Story Telling
- Capture their imaginations
- Let the children add in parts to the story
- Similarities of games (repetition but different story)
- Use your own imagination – children will feed off you

Sample Session - Cars

1 - Cars

STORY:
This story is all about cars and road safety...
Kids must always look around and listen to see and hear other cars that are on the road so they don't bump into them.
Before we set off we must also remember to put on our seatbelt.
We can encourage kids to make their noisy car sounds.

Sample Session - Cars

Driving School

Curriculum for Excellence Experiences & Outcomes

HWB 0-21A, 0-23A, LIT 0-02A, 0-04A

INSTRUCTIONS -
Full area used as road for kids to turn into their cars and drive.
Coach Shouts:
- Drive (slow pace).
- Super Fast (running / dribbling fast).
- Reverse (looking back over shoulder whilst walking / jogging).
- Break (all cars stop balancing on one foot. When using ball - foot on top of the ball).

1. Firstly without the ball - imagination (lots of car noises).
2. With ball in hands (steering wheel).
3. Ball at feet (wheel of the car) - small touches of ball are needed to keep the wheel close to the car.

Additions / variations - Introduce:
1. Traffic Lights: Red = Stop (static balance - one leg standing) Yellow/Amber = Start Engine / Jog On Spot, Green = Go
2. Roundabout: without ball (spin seated on ground - static balance - seated), with ball (ball tucked into legs as seated or ball on ground and jog around ball in a circle
3. Speed Bump: without ball (jump - dynamic balance to agility), with ball (jump over the ball on the ground)
4. Traffic Cones: dodge the traffic cones whilst driving (co-ordination with equipment)
5. Beep The Horn: Toe taps on top of ball (shouting beep beep)

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
2. Static Balance - Seated
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

Sample Session - Cars

Speed Bumps

Curriculum for Excellence Experiences & Outcomes

HWB 0-22A, 0-23A, LIT 0-04A

INSTRUCTIONS -
Full area used as road for kids to turn into their cars and drive.
All footballs/cones are scattered all over the road where all kids must try and avoid them.
Coach Shouts:
Speed Bumps - all kids/cars must jump over speed bumps and also try to make sure they don't touch any.

1. Firstly without the ball - imagination (lots of car noises).
2. With ball in hands (steering wheel).
3. Ball at feet (wheel of the car) - small touches of ball are needed to keep the wheel close to the car.

Additions / variations - Introduce:
1. Jumping forwards two feet together
2. Jumping forwards on one foot
3. Jumping forwards with star jump
4. Backwards
5. Sequence movement pattern - sideways or forwards then back (Co-ordination floor movement pattern)

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

Sample Session - Cars

Mechanic Chase

Curriculum for Excellence Experiences & Outcomes

HWB 0-23A, LIT 0-04A

INSTRUCTIONS -
Full area used as road for kids to turn into their cars and drive.
Marked out coned area becomes the mechanics' garage.
Kids will all be driving on the road keeping their football (wheel of the car) very close to their feet.
When coach shouts 'go' – the mechanics (without footballs) come out their garage to try and catch the cars.
If they tag any cars this bursts their tyre so they must go the garage to pump It back up again.
Once they get into the garage they will take 5/10 toe taps on top of the ball which pumps the tyre up.
They are now free to enter the road and drive again.

Additions / variations - Introduce:
1. Mechanics must dribble their football (wheel) too
2. Mechanics can either tag whilst dribbling or they have to pass their wheel off another cars' wheel to catch them. (co-ordination with equipment)
3. Parents can become the mechanic and chase the child and then vice versa

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

Sample Session - Cars

Jail Tig

Curriculum for Excellence Experiences & Outcomes

HWB 0-21A, 0-22A

INSTRUCTIONS -
Full area used as road for kids to turn into their cars and drive
Marked out coned area which becomes the police jail.
Kids will all be driving on the road and going round the roundabout keeping their football (wheel of the car) very close to their feet.
When coach shouts 'go' - the police (without footballs) come out the jail to try and catch the cars.
If they tag any cars they must go the jail and wait until someone else passes their football into the jail - this opens the gates to let everyone out to continue driving.

Additions / variations - Introduce:
1. Police must dribble their football (wheel) too
2. Police can either tag whilst dribbling or they have to pass their wheel off another cars' wheel to catch them

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

Sample Session - Cars

Bumper Cars

Curriculum for Excellence Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -
Full area used as road for kids to turn into their cars and drive.
When coach shouts 'Bumper Cars' all the kids must try to pass their football (wheel) off another cars' football (wheel) to get 1 point.
(Static Balance - Small Base & Agility - Reaction/Response)
Whilst kids are trying to get points for themselves they must try to prevent others from hitting their own football (wheel).
(Co-ordination with Equipment & Ball Skills)
Kids need to count how many points they manage to get in 30 seconds.

Additions / variations - Introduce:
1. Game lasts 20 seconds - can they beat their score?
2. Parents can play against their child in a 1v1 battle

FUNDAMENTAL SKILLS used within the game
4. Static Balance - Small Base
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

Equipment

- Size 2/3 footballs
- Markers
- Hurdles
- Mini Goals
- Tunnels
- Ladders
- Bibs
- Benches
- Coloured Flat Markers
- Sponge Footballs
- Balloons

Fundamentals

1. Static Balance - One Leg Standing

A. Time limit -
Starting position: Stand legs together, head facing forward and hands at side.
Exercise: Keep knees together and bend one knee to bring foot up in line with knee. Hold for 10secs (progressing to 20secs and 30secs) and repeat using opposite leg.
Important : Keep head up and arms still.
Benefits: Improve leg muscles, core strength, and balance.

B. Eyes closed -
Starting position: Stand with legs together, head facing forward and hands at side.
Exercise: Legs together, bend one knee to bring foot up in line with knee.
Close eyes and count to 10. Repeat using opposite leg.
Important: Keep head and arms still.
Benefits: Improve leg muscles, core strength, balance and concentration.

C. Single Leg Squat -
Starting position: Stand on one leg, head facing forward and hands at side.
Exercise: Bend standing knee to lower body whilst keeping balance.
A partner or equipment can be used to aid balance if necessary.
Use a different leg each time.
Important: Do not let standing leg buckle inwards and keep back straight. Keep head up during the movement.
Benefits: Improve leg muscles, core strength, balance, coordination and concentration.

D. Placing a cone on a clock face -
Starting position: Stand on one leg (other leg bent to 90 degrees) head facing forward and cone in hand.
Exercise: Bend standing knee to lower body. Lean forwards and place cone onto the number called out and return to upright position.
Repeat for next number using same technique and lifting the cone off the ground from previous position moving it to next position.
Change legs half way through.
Important: Do not over stretch. Bend knee to get closer to the ground.
Benefits: Improves leg muscles, core and back strength, balance and coordination

2. Static Balance - Seated

A. Only feet touching the ground -
Starting position: Sit on the ground with legs shoulder width apart.
Bend knees until feet flat on the ground.
Exercise: With head up and back straight, place arms across the body and hold the position.
Important: Keep head up and do not arch back.
Benefits: Improve core strength and balance.

B. Only hands touching the ground -
Starting position: Sit on the ground leaning back.
Support upper body with arm straight and hands on the ground.
Knees slightly bent and feet off the floor.
Exercise: keeping legs together, raise them off the ground a 3-6 inches and hold the position.
Important: Keep knees bent.
Benefit: Improve lower core strength and balance.

C. No feet or hand touching the ground -
Starting position: Lie on the ground. Arms straight above head and legs together.
Exercise: Gently begin to sit up lifting body and legs off the ground together. Briefly hold the position approx. half way up (in a V-shape).
Gently return to starting position.
Important: Movement should be controlled.
Benefits: Improves core strength, balance and coordination.

D. Searching for and retrieving cones -
Starting position: Sit upright on the ground with legs shoulder width apart. Bend knees with feet slightly off the ground.
Exercise: On command move cones into various positions (in front/ behind/ at side) around body.
Maintain upright position. Keep feet off the ground.
Return to starting position after each command.
Important: Do not let feet touch the ground.
Benefits: Improves core strength, balance and coordination.

3. Static Balance - Floor Work

A. Reach to ceiling with one hand whilst on all fours -

Starting position: Kneel down, with hips directly above knees. Keep arms straight and place hands on the floor directly under shoulders ('on all fours'). Head facing the floor.

Exercise: Take one hand off the floor (keeping both knees and other hand in the starting position). Move it outwards until it cannot go further. Hold the position for 3 seconds.

Gently return to starting position and repeat with opposite arm.

Important: Hold the position at the top and do not jerk.

Benefits: Improves core strength, oblique's (sides), balance, back, and coordination.

B. On all fours facing upwards holding self off ground -

Starting position: With back facing the floor, keep legs together and straight, balance on heels. Position hands below shoulders to support upper body.

Exercise: Lift body upper body and pelvis off the ground until in a straight line from head to feet. Hold stomach and buttocks tight.

Important: Do not let hips raise or fall.

Benefits: Improves core, back and shoulder strength.

C. Full front stretched out / plank position -

Starting position: Facing the floor, move into a press-up position.

Arms straight and position hands shoulder width apart, supporting lower body on toes.

Exercise: Lift upper body and pelvis off the ground until in a straight line from head to feet. Hold stomach and buttocks tight.

Important: Do not let hips raise or fall.

Benefits: Improves core, back and shoulder strength.

D. One foot and one hand on the ground -

Starting position: Facing the floor, move into a press-up position.

Position hands shoulder width apart, supporting lower body on toes.

Exercise: Take one hand off the floor (keeping both feet and other hand in the starting position). Move it outwards until it cannot go further.

Hold the position for 3 seconds. Gently return to starting position and repeat with opposite arm.

Important: Control the movement and do not jerk.

Benefits: Improves core strength, balance, back, coordination and obliques (sides).

4. Static Balance - Small Base (on tip-toes)

A. Balancing on line, small base for 10 seconds -

Starting position: Stand with feet shoulder width apart on a straight line.
Arms by side. Head up facing forward.
Exercise: Raise heels up supporting weight on balls of your feet.
Hold position for 10secs then return to starting position.
Important: Keep upper body straight, do not lean forward or back.
Benefits: Improves balance, core and lower leg (calf) strength.

B. Balancing on line, small base with raising knee -

Starting position: Stand with feet shoulder width apart on a straight line. Arms by side. Head up facing forward.
Exercise: Raise heels up supporting weight on balls of feet. Keep upper body straight. Lift one foot off the ground and raise knee until bent at 90 degrees. Return foot to the line on the ground (balancing on balls of foot).
Repeat using other leg.
Important: Keep upper body straight, do not lean forward or back.
Return foot to the line after each repetition.
Benefits: Improves core, balance, coordination and calf strength.

C. Balancing on line, catching ball at knee level - (small base)

Starting position: Stand on balls of feet shoulder width apart on a straight line. Arms by your side. Knees slightly bent. Head up facing forward.
Exercise: Maintain the position only moving to catch a ball at knee level.
Return the ball from the same position.
Important: Keep upper body straight. If lowering position to catch ball, bend knees and keep back straight.
Benefits: Improves core, balance, coordination, and leg strength.

D. Squat Position - Catch across the body (1 hand) -

Starting position: Stand on balls of feet shoulder width apart on a straight line. Arms by your side. Knees slightly bent. Head up facing the direction the ball will come from.
Exercise: Ball is thrown towards one side of the individual. Catch the ball with the opposite hand from the side the ball is thrown towards (thrown to right.
Return to start position and return the ball.
Important: Keep upper body straight.
Benefits: Improves agility, balance, coordination and spatial awareness.

5. Dynamic Balance

A. Up on tip toes walking along line -
Starting position: Stand up straight on balls of your feet. Arms by side.
Exercise: Support body on the balls of feet. Walk along a line.
Important: Keep upper body straight.
Benefits: Improves leg strength, concentration, balance and coordination.

B. Balancing cone on head -
Starting position: Stand up straight with arms by side and a cone balanced on the top of head.
Exercise: Walk around a designated area. Keep upper body and head still so as cone does not fall off. Keep arm at side.
Important: Keep head up and still.
Benefits: Improves concentration and balance and coordination.

C. Balancing cone on head whilst jogging -
Starting position: Stand up straight with arms by side and a cone balanced on the top of your head.
Exercise: Jog around a designated area. Keep upper body and head still so as cone does not fall off. Keep arms at side.
Important: Keep head up and still.
Benefits: Improves concentration, balance and coordination.

D. Lunge walking heel to toe -
Starting position: Stand upright, hands at side, feet together on floor.
Exercise: Step forwards with one foot in a long stride.
Make sure feet are in line and pointing forwards.
Keep back straight and head up. Slowly bend and lower the back knee towards the floor, raising the heel off the floor.
At the same time bend the front knee to approx. 90 degrees.
At full stretch rear knee should not make contact with the floor and arms bent to 90 degrees.
If left leg forward, right arm also forward. Return to starting position and repeat with opposite leg.
Important: Keep head up and back straight. Do not let front knee reach over toes. Do not let rear knee touch the floor.
Benefits: Improves leg strength, agility, and balance.

6. Dynamic Balance to Agility

A. Two feet jump over equipment -
Starting position: Stand up straight with feet together with arms by side.
Exercise: Gently bend knees and jump straight over the equipment in front. Land on both feet, knees slightly bent, on the opposite side of the equipment.
Important: Land on both feet together.
Benefits: Improves leg strength, coordination and balance.

B. One foot hop over equipment sequence -
Starting position: Stand up straight on one leg with arms by side.
Exercise: Slightly bend your standing leg and jump straight over the equipment in front. Land on one foot with a slightly bent knee.
Important: Maintain a slight bend in the knee on landing. Do not let knee buckle inwards.
Benefit : Improves leg strength, balance and coordination.

C. Rhythm sequence -
(e.g. jumping backwards/forwards/side)
Starting position: Stand up, knees slightly bent, feet together and arms by side.
Exercise: On command follow the jumping sequence in order. Jump off both feet and land with knees slightly bent.
On landing regain balance and take off in the next direction in the sequence. Repeat until sequence is complete.
Important: Regain balance before starting next jump. Knees slightly bent on landing.
Benefits: Improves leg strength, balance, concentration and coordination.

D. Lunge holding ball off centre -
Starting position: Stand upright, arm straight out in front holding ball at chest height, feet together on floor.
Exercise: Step forwards with one foot in a long stride.
Make sure feet are in line and pointing forwards. Keep back straight and head up. Slowly bend and lower the back knee towards the floor, raising the heel off the floor .
At the same time bend the front knee to approx. 90 degrees.
At full stretch turn upper body towards opposite side from the forward leg. Rear knee should not make contact with the floor.
Return to starting position and repeat with opposite leg.
Important: Keep head up and back straight. Do not let front knee reach over toes. Do not let rear knee touch the floor.
Benefits: Improves leg strength, core, obliques (sides), agility, and balance.

7. Counter Balance in Pairs

A. Sitting leaning forwards/backwards holding hands -
Starting position: Sit upright on the floor facing partner. Knees together feet flat on the floor touching toes. Partner mirrors position. Hold hands at knee height.
Exercise: Hold hands, keep toes touching and flat on the floor. One partner gently leans backwards (in turn requiring the other partner to move forward to maintain balance). Once approx. half way down briefly pause and allow partner to move in the opposite direction until approx. half way down.
Important: Maintain holding hands. Partner is only for support, do not pull.
Benefits: Improves core strength, balance and coordination.

B. Standing leaning forwards/backwards holding hands -
Starting position: Stand upright facing partner. Feet together flat on the floor touching toes. Partner mirrors position. Hold hands at chest height.
Exercise: Holding hands, keep toes touching and flat on the floor, one partner gently moves backwards (in turn requiring the other partner to move forward to maintain balance). Once approx. half way back (before losing balance) briefly pause and allow partner to move in the opposite direction until approx. half way back.
Important: Maintain holding hands. Partner is only for support, do not pull.
Benefits: Improves core strength, balance and coordination.

C. Standing leaning forwards/backwards holding one hand -
Starting position: Stand upright facing partner. Feet together flat on the floor touching toes. Partner in same position. Link opposite hands (right hand holding partners left hand) Hold hands at shoulder height.
Exercise: Holding hands, one partner gently moves backwards (in turn requiring the other partner to move forward to maintain balance). Once approx. half way back (before losing balance) briefly pause. Allow partner to move in the opposite direction until approx. half way back.
Important: Maintain holding hands. Partner is only for support, do not pull.
Benefits: Improves obliques (sides), core strength, balance and coordination.

D. Standing leaning backwards on one leg -
Starting position: Stand upright on one foot facing partner (standing on opposite foot). Foot on the floor is touching partners toes. Partner in same position.
Link opposite hands (right hand holding partners left hand). Hold hands at shoulder height.
Exercise: Holding hands, keep feet touching, one partner gently moves backwards (in turn requiring the other partner to move forward to maintain balance). Once approx. half way back (before losing balance) briefly pause. Allow partner to move in the opposite direction until approx. half way back.
Important: Maintain holding hands. Partner is only for support, do not pull.
Benefits: Improves obliques (sides), core strength, balance and coordination.

8. Co-ordination with Equipment

A. Walking/jogging holding equipment -
Starting position: Stand with arms above head supporting the equipment provided in both hands.
Exercise: Walk/ jog around the designated area without letting arms or equipment fall from above head height.
Important: Do not hold equipment in front of face.
Benefits: Improves core, shoulder and arm strength, coordination and balance.

B. Running to sequence colours -
Starting position: Stand upright at first marker, ready for command.
Exercise: On command, run in sequence around the coloured markers laid out. Once sequence is completed return to the beginning.
Important: Run around each cone.
Benefits: Improves leg strength, concentration, coordination, balance and spatial awareness.

C. Dodging equipment whilst running -
Starting position: Stand upright at the first marker ready for command.
Exercise: Complete the circuit by running around/ jumping over the equipment laid out.
Important: Give yourself enough space to jump over equipment.
Benefits: Improves speed, leg strength, coordination and spatial awareness.

D. Passing with feet, catching with hands -
Starting position: Stand upright facing partner with large ball at feet, hands at side. Partner standing upright with small ball in hand. Head up.
Exercise: Pass large ball along the ground with foot to partner. Be ready to receive small ball. Partner throws small ball at same time large ball is being passed.
Repeat keeping large ball along the ground and small ball in the air.
Important: Keep head up to know when partner is and where balls are.
Benefits: Improves coordination, agility, reactions, and concentration.

9. Co-ordination - Ball Skills

A. Rolling football with one hand -
Starting position: Sit upright, knees bent and feet flat on the floor.
Exercise: Using one hand roll a ball, backwards and forwards and side to side. Repeat using other hand
Important: Remain sitting and keep ball under control.
Benefits: Improves balance and coordination

B. Rolling football around body -
Starting position: Stand upright, knees slightly bent, head facing forward.
Ball in two hands.
Exercise: Remain facing forwards, use both hands to move the ball around the body. Repeat in opposite direction.
Important: Do not let ball drop. Do not strain neck twisting to keep an eye on the ball, keep facing forwards if possible.
Benefits: Improves coordination, balance and concentration.

C. Rolling football around legs without dropping -
Starting position: Stand with legs wider than shoulders. Knees slightly bent. Back straight leaning forward holding ball at knee level. Head up.
Exercise: Using both hands move the ball in between and around both knees (figure of 8 movement).
Important: Keep head up and do not lift feet off the ground.
Benefits: Improves coordination, balance and concentration.

D. Throw over head from behind then catch -
Starting position: Stand upright, lean forward slightly, hold ball at back in both hands at waist height.
Exercise: Throw the ball upwards and slightly forwards. Aim for ball to go over head but come down within arms length in front. Move to catch the ball in both hands. Attempt to catch ball without having to move.
Important: Do not strain shoulders/back trying to throw ball from behind.
Benefits: Improves agility, coordination, reactions and balance.

10. Co-ordination - Floor Movement Patterns

A. Following pattern of two (eg. jump then hop) -

Starting position: Stand up, feet together, leaning slightly forwards, knees bent. Arms at side.

Exercise: Bend knees into a squat position and jump as high as possible. Bring knees up to chest at top of jump. Land two feet together.

Immediately hop off one leg landing on same leg.

Repeat from beginning using opposite leg for hop.

Important: Keep head up. Do not let knee buckle inwards on the hop.

Benefits: Improves leg strength, agility, balance and coordination.

B. Following patterns of three - (jump, hop then jump back)

Starting position: Stand up, feet together, leaning slightly forwards, knees bent. Arms at side.

Exercise: Bend knees into a squat position and jump as high as possible. Bring knees up to chest at top of jump.

Land two feet together. Immediately hop off one leg landing on same leg. Return both feet to the floor.

Still facing forwards jump backwards landing on both feet.

Repeat from beginning using opposite leg for hop.

Important: Keep head up. Do not let knee buckle inwards on the hop.

Benefits: Improves leg strength, agility, balance and coordination.

C. Following similar pattern (B) with colours -

Starting position: Stand up, feet together, leaning slightly forwards, knees bent. Arms at side.

Exercise: Bend knees into a squat position and jump as high as possible towards the first colour in the sequence.

Bring knees up to chest at top of jump. Land two feet together. Immediately hop off one leg to the second colour in the sequence landing on same leg.

Return both feet to the floor.

Still facing forwards jump backwards to the third colour in the sequence. Repeat from beginning using opposite leg for hop.

Important: Keep head up. Do not let knee buckle inwards on the hop.

Benefits: Improves leg strength, agility, balance and coordination.

D. Hop Scotch (forwards then backwards) -

Starting position: Stand upright, legs shoulder width apart, arms at side, head up, and facing forwards.

Exercise: Perform sequence forwards then backwards.

Jump forward landing on one leg. Hop forwards landing on both feet (shoulder width apart).

Jump forward landing on one leg. Now repeat in opposite direction and remain facing forward. Hop backwards landing on both feet (shoulder width apart). Jump back landing on one foot. Hop back to starting position.

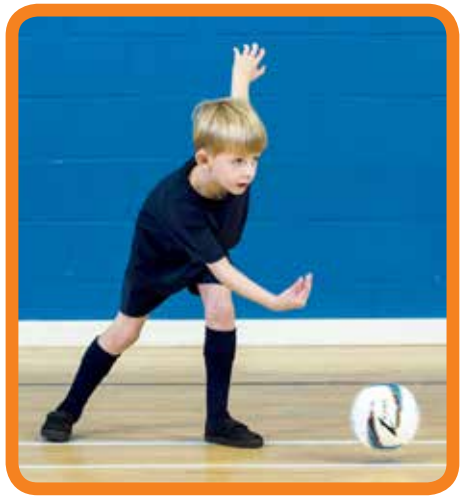
Repeat sequence landing on opposite leg.

Important: Knees slightly bent on landing.

Benefits: Improves leg strength, coordination, balance and agility.

11. Agility - Ball Chasing

A. Roll football with two hands, chase and collect with two hands -
Starting position: Stand up, knees slightly bent, hold ball at waist height.
Exercise: Roll ball in front with two hands. Chase the ball.
Once close begin to lower body bending knees but keeping back straight and head up.
Collect ball with both hands.
Important: Keep head up. Bend knees to lower body, do not arch back.
Benefits: Improves speed, agility, balance and coordination.



B. Roll football with one hands, chase and collect with one hand -
Starting position: Stand up, knees slightly bent, hold ball at waist height in one hand.
Exercise: Lower body and bend knees. Roll ball in front with one hand. Chase the ball.
Once in front of the ball, lower body bending knees but keeping back straight and head up.
Collect ball with one hand.
Important: Keep head up. Bend knees to lower body, do not arch back.
Benefits: Improves speed, agility, balance and coordination.

C. Partner rolls football through legs, chase and collect with one hand -
Starting position: Stand up straight, facing forwards in front of partner, legs apart.
Exercise: Partner rolls ball through legs. Chase the ball.
Once in front of the ball, lower body bending knees but keeping back straight and head up.
Collect ball with one hand.
Important: Keep head up. Bend knees to lower body, do not arch back.
Benefits: Improves, speed, agility, coordination, concentration and reactions.

D. Facing away from partner, feed ball, chase and catch with knees -
Starting position: Stand upright facing away from but in front of partner.
Legs apart, arms by side.
Exercise: Partner to feed ball through legs or over shoulder.
Chase the ball.
Stop the ball using legs to trap the ball.
Important: Judge the speed and bounce of the ball before attempting to trap the ball to avoid injury.
Benefits: Improves reactions, agility, coordination and concentration.

12. Agility - Reaction / Response

A. React to coach's shout to go to particular area -
Starting position: Standing upright, head up.
Exercise: On command, run as fast as possible to the designated area and stop. Repeat on each command.
Important: Be aware of others running close by.
Benefits: Improves speed, agility, reactions and spatial awareness.

B. Reaction to equipment - (eg. catching dropped ball)
Starting position: Stand facing partner.
Exercise: Partner throws/ drops ball. React in the direction of the ball coming. Move towards the ball and catch as soon as possible in two hands.
Important: If catching ball close to the ground, keep head up. Bend knees to lower body, do not arch back.
Benefits: Improves balance, agility, reactions, coordination and spatial awareness.

C. Reaction to equipment - (catching dropped ball with one hand)
Starting position: Stand facing partner.
Exercise: Partner throws/ drops ball. React in the direction of the ball.
Move towards the ball and catch as soon as possible in one hand.
Important: If catching ball close to the ground, keep head up. Bend knees to lower body, do not arch back.
Benefits: Improves balance, agility, reactions, coordination and spatial awareness.

D. Catching ball with one hand whilst balancing on one leg -
Starting position: Stand on one leg facing partner.
Exercise: Partner throws/ drops ball. React in the direction of the ball.
Move towards the ball, hopping on one leg if required, catch ball in one hand. Repeat on opposite leg.
Important: If catching ball close to the ground, keep head up. Bend knee to lower body, do not arch back.
Benefits: Improves balance, agility, reactions, coordination and spatial awareness.

CURRICULUM for EXCELLENCE

Background

The Scottish FA's Early Years Resource has been created with the principles and objectives of the Curriculum for Excellence at its heart. Each of the following practical activities link to CfE and each page shows which of the CfE outcomes the activity meets.

Health and Wellbeing (HWB)

Curriculum for excellence has an important role to play in promoting the Health and Wellbeing of children and young people. Learning in Health and Wellbeing ensures children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for Mental, Emotional, Social and Physical wellbeing now and in the future.

Learning through Health and Wellbeing enables children and young people to:

- Experience challenge and enjoyment
- Experience aspects of healthy living
- Successfully move to the next stage of education

Literacy/English (LIT/ENG)

Literacy is fundamental to all areas of learning, as it unlocks the wider curriculum. Being literate, increases opportunities for progress in all areas of the curriculum.

Numeracy (MNU)

Numeracy is not a subset of mathematics; it is a life skill which supports all areas of learning. Being numerate helps young people function in everyday life and contribute to society.

Storybook Syllabus

1 - Cars

STORY:

This story is all about cars and road safety...

Kids must always look around and listen to see and hear other cars that are on the road so they don't bump into them.

Before we set off we must also remember to put on our seatbelt.

We can encourage kids to make their noisy car sounds.

THEME - Cars

Activity 1 - Driving School

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A, LIT 0-02A, 0-04A

INSTRUCTIONS -

Full area used as road for kids to turn into their cars and drive.

Coach Shouts:

- Drive (slow pace).
- Super Fast (running / dribbling fast).
- Reverse (looking back over shoulder whilst walking / jogging).
- Break (all cars stop balancing on one foot. When using ball - foot on top of the ball).

1. Firstly without the ball - imagination (lots of car noises).
2. With ball in hands (steering wheel).
3. Ball at feet (wheel of the car) - small touches of ball are needed to keep the wheel close to the car.

Additions / variations - Introduce:

1. Traffic Lights: Red = Stop (static balance - one leg standing) Yellow/Amber = Start Engine / Jog On Spot, Green = Go
2. Roundabout: without ball (spin seated on ground - static balance - seated), with ball (ball tucked into legs as seated or ball on ground and jog around ball in a circle
3. Speed Bump: without ball (jump - dynamic balance to agility), with ball (jump over the ball on the ground)
4. Traffic Cones: dodge the traffic cones whilst driving (co-ordination with equipment)
5. Beep The Horn: Toe taps on top of ball (shouting beep beep)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Cars

Activity 2 - Speed Bumps

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A, LIT 0-04A

INSTRUCTIONS -

Full area used as road for kids to turn into their cars and drive.
All footballs/cones are scattered all over the road where all kids must try and avoid them.

Coach Shouts:

Speed Bumps - all kids/cars must jump over speed bumps and also try to make sure they don't touch any.

1. Firstly without the ball - imagination (lots of car noises).
2. With ball in hands (steering wheel).
3. Ball at feet (wheel of the car) - small touches of ball are needed to keep the wheel close to the car.

Additions / variations - Introduce:

1. Jumping forwards two feet together
2. Jumping forwards on one foot
3. Jumping forwards with star jump
4. Backwards
5. Sequence movement pattern - sideways or forwards then back (Co-ordination floor movement pattern)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

THEME - Cars

Activity 3 - Mechanic Chase

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, LIT 0-04A

INSTRUCTIONS -

Full area used as road for kids to turn into their cars and drive.
Marked out coned area becomes the mechanics' garage.

Kids will all be driving on the road keeping their football (wheel of the car) very close to their feet.

When coach shouts 'go' – the mechanics (without footballs) come out their garage to try and catch the cars.

If they tag any cars this bursts their tyre so they must go the garage to pump it back up again.

Once they get into the garage they will take 5/10 toe taps on top of the ball which pumps the tyre up.

They are now free to enter the road and drive again.

Additions / variations - Introduce:

1. Mechanics must dribble their football (wheel) too
2. Mechanics can either tag whilst dribbling or they have to pass their wheel off another cars' wheel to catch them. (co-ordination with equipment)
3. Parents can become the mechanic and chase the child and then vice versa

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Cars

Activity 4 - Jail Tig

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A

INSTRUCTIONS -

Full area used as road for kids to turn into their cars and drive
Marked out coned area which becomes the police jail.

Kids will all be driving on the road and going round the roundabout keeping their football (wheel of the car) very close to their feet.

When coach shouts 'go' - the police (without footballs) come out the jail to try and catch the cars.

If they tag any cars they must go the jail and wait until someone else passes their football into the jail - this opens the gates to let everyone out to continue driving.

Additions / variations - Introduce:

1. Police must dribble their football (wheel) too
2. Police can either tag whilst dribbling or they have to pass their wheel off another cars' wheel to catch them

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Cars

Activity 5 - Bumper Cars

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as road for kids to turn into their cars and drive.

When coach shouts 'Bumper Cars' all the kids must try to pass their football (wheel) off another cars' football (wheel) to get 1 point.
(Static Balance - Small Base & Agility - Reaction/Response)

Whilst kids are trying to get points for themselves they must try to prevent others from hitting their own football (wheel).
(Co-ordination with Equipment & Ball Skills)

Kids need to count how many points they manage to get in 30 seconds.

Additions / variations - Introduce:
1. Game lasts 20 seconds - can they beat their score?
2. Parents can play against their child in a 1v1 battle

FUNDAMENTAL SKILLS used within the game

4. Static Balance - Small Base
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

2 - A Trip to the Zoo

STORY:

This story is all about a trip to the zoo...

As we travel around the zoo we can act as the zookeeper who is on the lookout for all their animals.

Once we find them we can act out what they are like and what noises they make, learning all about the different animals we see in the zoo.

THEME - A Trip to the Zoo

Activity 1 - Animal Park

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, 0-24A

INSTRUCTIONS -

Full area used as we go off to find what animals we can find in the zoo.

Firstly walking then jogging and without ball.

We begin to find the animals and act out the animal we find - lots of noise! (Describe the animals and let the children guess)

- Giraffe - up on tip toes reaching for the sky as we walk around the zoo. (Dynamic Balance)
- Kangaroo - bouncing around the zoo with two feet together. (Dynamic Balance to Agility)
- Snake - crouching down low moving in and out and around the zoo. (Static Balance - Small Base)
- Elephant - slow walking taking huge steps / lunge like. (dynamic balance)
- Monkeys - moving around the zoo taking side-steps. (Static Balance - Small Base)
- Crab - moving around on hands holding body off the ground facing towards sky. (Static Balance - Floor Work)
- Cheetah - fast running around the zoo. (Co-ordination)

Additions / variations - Now with ball and some additional animals:

1. Kangaroo - ball between feet and jumping / or two footed jump over ball (dynamic balance to agility, co-ordination ball skills)
2. Elephant - big toe taps on top of the ball with sole of foot (static balance, one leg standing)
3. Crab - small touches in between feet whilst in crab position above (static balance - seated)
4. Bear - 5 bounces of football and catches under arm (co-ordination ball skills)
5. Cheetah - fast dribbling trying to keep ball close to feet (co-ordination ball skills)
6. Penguin - little touches with inside of feet (dynamic balance)
7. Snake - low base and small touches slithering using outside of feet (static balance - small base)
8. Tortoise - small touches on top of football moving backwards (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
4. Static Balance - Small Base
5. Dynamic Balance
6. Dynamic Balance to Agility
9. Co-ordination Ball Skills

THEME - A Trip to the Zoo

Activity 2 - Bears & the Honeypot

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A, LIT 0-04A

INSTRUCTIONS -

Full area used as kids are in pairs working together to make sure no honey falls out the honey pot.

To start with, no ball is used and the bears have been sleeping, they try to wake each other up by rocking each other back and forth.
(Counter Balance in Pairs)

1. Sitting legs crossed facing each other, holding hands & rocking each other back & forth.
2. Still holding hands, coach can then shout 'go' & bears have to try & knock each other off balance.

With Ball (co-ordination ball skills) -

1. Sitting back to back, the bears must pass the ball to each other without dropping the honey pot.
2. One bear makes a tunnel with their legs and faces forward - partner then rolls ball through their legs. As soon as bear sees the honey pot they must chase it and catch as quick as possible (with paws/hands and then with paws/feet). (Agility - Ball Chasing & Reaction/Response)

Additions / variations - Introduce:

1. Partner standing behind bear drops ball from over their head – soon as the bear sees the honey pot they must catch it as quick as possible
2. Bears standing side by side, linking one arm together and then passing the honey pot 3 times with furthest away paws, and then finishing with the ball going around their back without dropping.
3. About a metre apart, one bear holds honey pot behind them at their lower back. One quick movement they throw the ball over their back and over their head to partner to catch in arms..
4. One bear balancing on one foot, partner then bounces/drops ball from highest point, bear must catch ball in one/two hand(s)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
7. Counter Balance in Pairs
9. Co-ordination Ball Skills
11. Agility - Ball Chasing
12. Agility - Reaction/Response

THEME - A Trip to the Zoo

Activity 3 - Go Bananas!

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A

INSTRUCTIONS -

Full area used as monkey enclosure with kids (monkeys) working in pairs to try and knock the bananas off the tree.

Both monkeys are at their own tree facing each other and are about 1 metre apart of the banana tree in the middle of them. There is a yellow cone (banana) upside down balancing on top of a green cone (tree).

Using the inside of their foot (static balance – one leg standing), the kids must try and pass their football (1 between 2) to try and hit the banana (yellow cone) off the tree (green cone) to get 1 point/banana. (Co-ordination with Equipment)

Kids will keep count of how many bananas they manage to get against their partner (or Parent & Child).

Additions / variations - Introduce:

1. Kids can swap to have a new partner (new game starts)
2. Cones/trees can be moved further away from the banana tree in the middle
3. Kids can use their hands to roll the football to try and knock the banana off the tree (1 hand then 2) (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
8. Co-ordination with Equipment
9. Co-ordination Ball Skills

THEME - A Trip to the Zoo

Activity 4 - The Lions Den

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, MNU 0-02A

INSTRUCTIONS -

Full area used as zoo for kids to turn into zookeepers.

Two lions are sleeping in their den (marked out coned area) and the zookeepers are keeping their dinner (meat/football) from them as they dribble about the zoo.

When the coach mentions that the lions are getting hungry and shouts 'go', the kids (lions) will wake up and come out their den to try and catch their dinner. (meat/football) (Agility - Reaction/Response) The lions must try to see how many pieces of meat they can retrieve in 1 minute. They can retrieve the meat using their paws/hands. (Co-ordination Ball Skills & Agility Ball Chasing)

If they manage to catch it they need to try and get it back into their den away from the zookeepers.

The zookeeper must try and get away from the lions by running with the meat at their feet taking small touches. If they lose their piece of meat to the lions, there will be spare meat (footballs) in another marked out area that only the zookeepers can access.

At the end of time, lions go back into their den to count how many pieces of meat they managed to retrieve. Also, can any of the zookeepers keep their piece of meat/football for full game without the lions getting it?

Additions / variations - Introduce:
1. Lions can only use their paws/feet to retrieve meat from zookeepers
2. Add an extra lion to make it harder for the zookeepers

FUNDAMENTAL SKILLS used within the game
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

3 - Pirates

STORY:

This story we are going to be pirates...

We can use our imaginations to pretend we are on our pirate ship looking for hidden treasure.

The coach becomes the Captain on deck ordering their pirates to carry out their duties.

THEME - Pirates

Activity 1 - Pirate Hats

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A, LIT 0-01A, ENG 0-03A

INSTRUCTIONS -

Full area used as our pirate ship with all pirates on board balancing their pirate hat on their head. They will start by walking trying to keep their pirate hat (cone) on without using their hands. They will need to keep their head up, due to as soon as they look down their pirate hats will fall off. (Dynamic Balance)

If coach/captain shouts 'Captain's coming!' - all pirates will freeze on the spot, hold their pirate hat up high in the air and reply with 'Aye, Aye Captain!'

1. Then walking backwards, trying to look over their shoulder so they don't bump into any other pirates.
2. Jogging forwards trying to not use hands to hold pirate hat on their head.

Additions / variations - Introduce:

1. Whilst pirates are shouting 'aye, aye captain', they will also be balancing on one leg
2. Include the ball (cannonball) - the pirates have to carry the heavy cannonball around the pirate ship whilst still keeping their pirate hat on their head
3. Pirates now have to use their feet to move the cannonball around the ship, dribbling whilst still keeping their pirate hat on their head

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
5. Dynamic Balance
8. Co-ordination with Equipment
9. Co-ordination Ball Skills

THEME - Pirates

Activity 2 - Pirate Ship

Curriculum for Excellence
Experiences & Outcomes

HWB 0-24A, MNU 0-02A

INSTRUCTIONS -

Full area used as Pirate ship with pirates cleaning the ship by dribbling their cannonball across the full area where the cannonball therefore collects all the dust.

The Captain (coach) will shout various different demands of their pirates which they will need to carry out:

- Scrub The Deck - pirates dribbling all around cleaning ship.
- Put Sails Up - toe taps on top of ball to steady the ship. (Static Balance - One Leg Standing)
- Polish The Deck - big circles with foot on top of ball. (Static Balance Small Base/One Leg Standing)
- Captain's Coming! - foot on top of ball & shout 'Aye Aye Captain!' (Static Balance - One Leg Standing)

If the Captain is not happy with how clean the ship is, pirates must walk the plank:

1. 5 toe taps, jump over ball & then hide ball from sharks/crocodile. (Dynamic Balance to Agility & Static Balance - Floor Work)
2. Whilst pirates are protecting their football, coach can move around pretending to be a shark on the lookout for the footballs. (Agility - Reaction/Response)

Additions / variations - Introduce:

1. Captain can cast the net and bring all pirates back on board the ship to continue the game
2. Fire The Cannon - if Captain shouts fire the cannon, pirates can attempt to pass their cannonball to hit someone else's cannonball to get 1 point

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
3. Static Balance - Floor Work
4. Static Balance - Small Base
6. Dynamic Balance to Agility
12. Agility - Reaction/Response

THEME - Pirates

Activity 3 - Captain & the Crocodiles

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A, 0-24A

INSTRUCTIONS -

Pirates are all dribbling on the Pirate Ship (small coned off area).

Once Captain/Coach tells pirates to go for a swim - they must dribble/swim around the outside of the ship and in the ocean trying to make sure they don't wake up the crocodiles.

When Coach shouts: 'Crocs Coming!' the pirates must try and get back onto the ship without getting tagged by crocodiles. (Agility - Reaction/Response)

If pirate is caught, then they become a crocodile also.

Crocodiles without footballs.

Additions / variations - Introduce:

1. Captain can tell pirates they need to go further and deeper into the sea for a swim so they are further away from the ship - making it harder for them to get back onto the ship and easier for the crocodiles to tag them
2. Crocodiles also have a football to dribble with and can only tag pirates if they have their football close beside them

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
5. Dynamic Balance
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Pirates

Activity 4 - Treasure Island

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, LIT 0-01A

INSTRUCTIONS -

Full area used as the pirates have to move from their pirate ship (marked out area at top of diagram) to get to the Captain's hideout to retrieve the stolen treasure.

They can only move when the Captain (coach) is asleep, by quietly sneaking up to pick up a piece of treasure whilst they dribble their football at their feet.

If the Captain wakes up, the pirates must freeze (Static Balance - One Leg Standing & Agility - Reaction/Response) so he/she doesn't see anyone moving. If the Captain sees someone moving they can send them back to their pirate ship and away from his stolen treasure.

Pirates must try and retrieve all of their stolen treasure from the Captain and get it back onto their pirate ship whilst keeping their football close to their feet at all times.

Additions / variations - Introduce:
1. Once retrieved piece of treasure they must try and balance it on their head
2. Must try and retrieve 2 pieces of treasure at a time

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
5. Dynamic Balance
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Pirates

Activity 5 - Fire the Cannon

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, MNU 0-02A, LIT 0-04A

INSTRUCTIONS -

Full area used with a split of cones down the middle to separate one pirate ship from another.

All cannonballs (footballs) are covering the floor on both pirate ships.

Each team of pirates has to clean up their ship by rolling all the cannonballs onto the opposing pirate ship. (Agility - Reaction/Response & Co-ordination with Equipment & Co-ordination Ball Skills)

The Pirate ship with the least amount of cannonballs on their ship, are the winners.

Additions / variations - Introduce:
1. Pirates have to use their feet to pass the cannonball onto the opposing pirate ship

FUNDAMENTAL SKILLS used within the game

4. Static Balance - Small Base
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
11. Agility - Ball Chasing
12. Agility - Reaction/Response

4 - Off to the Beach

STORY:

This story we are off to the beach...

As we arrive at the beach its important that we remember to apply our sun-cream so we don't burn.

We may need to re-apply once we come out the water too. We will learn about different sea creatures as well as being careful that we don't knock any sandcastles down.

THEME - Off to the Beach

Activity 1 - Swimming

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A

INSTRUCTIONS -

Full area is used as the ocean for kids to turn into various different sea creatures as well as going for their own swim.

Whilst everyone is swimming they need to keep their head up so they can see where they are going and see what sea creatures they find. We can use different swimming techniques including: front crawl, back crawl and breast stroke.

Coach Shouts:

- Dolphin - leaping in and out of water. (Dynamic Balance to Agility)
- Crab - moving around with body facing upwards holding self-off the ground with hands and feet. (Static Balance - Seated)
- Turtle - moving around with body facing downwards with hands and feet on ground. (Static Balance - Floor Work)
- Shark - crouching down moving around the water. (Static Balance - Small Base)

Additions / variations - Introduce with beach ball dribbling:

1. Dolphin - leaping out of water and over the top of the beach-ball (dynamic balance to agility)
2. Crab - moving around with body facing upwards holding self-off the ground with hands and feet using pinchers (feet) to move the beach-ball. Soft touches though so pinchers don't burst ball (static balance - seated)
3. Turtle - moving around with body facing downwards with hands and feet on ground, gently rolling the ball under the body to keep it close (static balance - floor work)
4. Shark - crouching down moving around the water, with little touches of the ball using outside of feet (static balance – small base)

FUNDAMENTAL SKILLS used within the game

2. Static Balance - Seated
3. Static Balance - Floor Work
4. Static Balance - Small Base
6. Dynamic Balance to Agility
11. Agility - Ball Chasing

THEME - Off to the Beach

Activity 2 - Sandcastle Dodge

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-24A

INSTRUCTIONS -

Full area used as beach for kids to play with the sandcastles that have already been built.

After applying sun cream the kids are ready to go onto the beach however they must keep their head up and lookout for all the sandcastles that have been built.

They can jump, hop, skip, spin around or jog around any of the sandcastles however they need to make sure they avoid knocking or touching any of them. (Dynamic Balance to Agility, Co-ordination - Floor Movement Patterns & Co-ordination with Equipment)

Additions / variations - Introduce:

1. Create a pattern which the kids must follow (e.g. jump, hop, run around, etc.) (co-ordination - floor movement patterns)

Introduce Ball -

- Add in each kid having their own beach-ball which they can run around the beach dodging the sandcastles whilst they hold in their hands (dynamic balance to agility)
- Kids can also then have the beach-ball on the sand so they can dribble and dodge the sandcastles
- Orange cones (crabs) could be added to the beach as something else the kids need to watch out for as if they touch any of them with their beach-ball, the crabs' pinchers might burst the ball (static balance - small base & dynamic balance)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
4. Static Balance - Small Base
5. Dynamic Balance
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

THEME - Off to the Beach

Activity 3 - Coconut Shy

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as working in pairs we to try and knock the coconuts off the tree.

Both kids are at their own tree facing each other and are about 1 metre apart of the coconut tree in the middle of them.
There is a white cone (coconut) upside down balancing on top of a green cone (tree).

Using the inside of their foot (static balance - one leg standing), the kids must try and pass their football (1 between 2) to try and hit the coconut (white cone) off the tree (green cone) to get 1 point/coconut.
(Co-ordination with Equipment)

Kids will keep count of how many coconuts they manage to get against their partner (or Parent & Child).

Additions / variations - Introduce:

- Kids can swap to have a new partner (new game starts)
- Cones/trees can be moved further away from the coconut tree in the middle
- Kids can use their hands to roll the football to try and knock the coconut off the tree (1 hand then 2) (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
8. Co-ordination with Equipment
9. Co-ordination Ball Skills

THEME - Off to the Beach

Activity 4 - Crabs in the Sea

Curriculum for Excellence
Experiences & Outcomes

LIT 0-02A, ENG 0-03A

INSTRUCTIONS -

Marked out area used as ocean for kids (surfers) to try and get past the crabs in the middle of the sea.

Crabs will be sitting down holding themselves off the ground so they can try and move across sea to try and catch the surfers. No standing and must remain on the ground. (Static Balance - Seated & Floor Work)

Coach shouts:

'Surfers are you ready?' to which they will respond with 'surfs up dude!' Then coach will ask 'crabs are you ready?' to which they will respond with showing their sharp pinchers (hands).

Surfers with their surfboard (ball) will have to surf their way past the crabs, taking small touches to keep their surfboard close to get the other side. (Dynamic Balance & Static Balance - Small Base)

If the crabs manage to pinch one of the surfboards (ball) with their pinchers (hands/feet) - that surfer becomes a crab as well.
(Co-ordination Ball Skills & Agility - Reaction/Response)

Additions / variations - Introduce:

- Crabs only allowed to use their feet to touch surfboard
- Make the beach smaller or narrower making it harder for the surfers

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
4. Static Balance - Small Base
5. Dynamic Balance
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

5 - Fruit

STORY:

This story we are going to learn all about fruit...

We will move around the supermarket trying to find out about all the different fruits that we have and what colour they are.

We can stress the importance of healthy eating and eating fruit to grow up big and strong.

THEME - Fruit

Activity 1 - Fruit Bowl

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A

INSTRUCTIONS -

Full area used with markers (fruit) in each corner.

Kids will be pushing their shopping trolley in the middle of the area looking to see which fruits the can find. When coach shouts out the fruit they must go to corner of the room as fast as possible.

- Green - Apple
- Yellow - Banana
- Orange - Orange
- Blue - Grapes

Additions / variations - Introduce:

1. Remove the cones so it's a memory game as to what corner of the supermarket has what fruit.
2. Add the ball as the wheel of the shopping trolley so they have to dribble their football to each corner.

FUNDAMENTAL SKILLS used within the game

8. Co-ordination with Equipment
12. Agility - Reaction/Response

THEME - Fruit

Activity 2 - Pass the Fruit

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as kids are in pairs working together to make sure they don't drop or bash any of the fruit.

To start with the kids use each other as their own shopping trolley by rocking each other back and forth. (Counter Balance in Pairs)

1. Sitting legs crossed facing each other, holding hands & rocking each other back & forth.
2. Still holding hands, coach can then shout 'go' & kids have to try & knock each other off balance.

With Cone (Co-ordination with Equipment)

1. Sitting back to back, the kids must pass the fruit to each other without dropping (side to side).

Additions / variations - Introduce the ball (fruit):

1. Partner standing behind drops ball from over their head - soon as their partner sees fruit they must catch it as quick as possible (agility - reaction/response)
2. Partner standing side by side, link one arm together and then pass the fruit 3 times with furthest away hands and then ball goes around their back without dropping (co-ordination ball skills)
3. About a metre apart, one partner holds fruit behind them at lower back One quick movement they throw the fruit over their back and over their head to partner to catch in their basket (arms) (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

7. Counter Balance in Pairs
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
11. Agility - Ball Chasing
12. Agility - Reaction/Response

THEME - Fruit

Activity 3 - Find the Fruit

Curriculum for Excellence
Experiences & Outcomes

HWB 0-24A, MNU 0-02A

INSTRUCTIONS -

Full area used as the supermarket with all fruits (cones) scattered all over the floor.

Kids are moving around with their shopping trolley (without ball) making sure they don't bump into any of the fruits (hopping, skipping, jumping, spinning around, running around).

When coach shouts a particular fruit, all the shoppers must get to the coloured cone that matches that fruit.

- Green - Apples
- Orange - Oranges
- Yellow - Banana
- Blue - Grapes

Additions / variations - Introduce:

1. Time Limit of 30 seconds - how many pieces of a particular fruit you can run to (1 point for every fruit)
2. Set a pattern for the kids to follow from fruit to fruit (jump the apples, hop the bananas, etc.)

Introduce the ball:

1. Using the wheel (ball) of the trolley kids must dodge all the fruits that have fallen onto the supermarket floor
2. When coach shouts a particular fruit, all the shoppers must get to the coloured cone that matches that fruit by dribbling their football
3. Time Limit of 30 seconds - how many pieces of a particular fruit you can dribble to (1 point for every fruit)

FUNDAMENTAL SKILLS used within the game

6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

THEME - Fruit

Activity 4 - Supermarket Sweep

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A

INSTRUCTIONS -

Full area used with kids splitting into groups. Each corner contains that teams' shopping basket (cone).

In the middle of the supermarket there are various different fruits and one person at a time from each team must run out and pick up one piece of fruit to take back to their team. (Co-ordination with Equipment)

Once all the fruits are gone from the middle of the supermarket, again only one person at a time can go to another team's shopping basket to borrow one of their fruits (the opposing team must allow this to happen). (Agility - Reaction/Response)

At the end of the game, the coach will ask each team to count how many pieces of fruit they managed to get into their own basket.

Additions / variations - Introduce the ball:

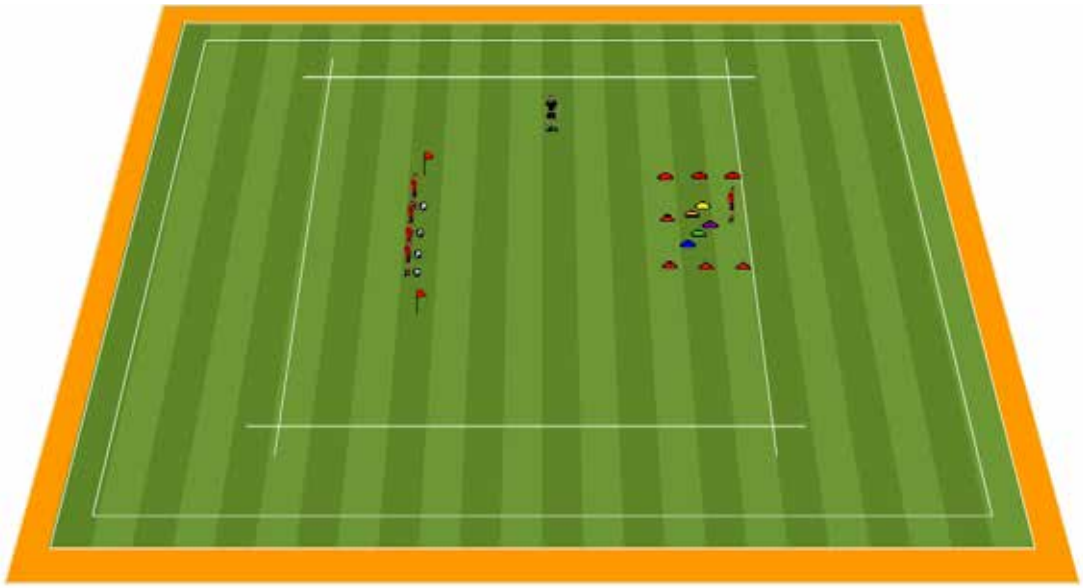
1. Kids must now dribble their football (shopping trolley wheel) out to supermarket to retrieve a piece of fruit to bring back to their team (co-ordination ball skills) When they dribble out they must remember to stop the football first before picking up a piece of fruit (static balance - one leg standing). Only the person in the team with the football can dribble to retrieve any fruit from the middle and then when borrowing from another team
2. Add in an extra football to teach team so 2 shoppers can shop for fruit at the same time

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
4. Static Balance - Small Base
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Fruit

Activity 5 - The Sleeping Giant



Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as the Sleeping Giant's garden with marked out area where the giant is holding all the fruits.

Whilst the Giant is sleeping (coach lying on ground snoring with back to the kids) the kids must try and sneak up (Dynamic Balance), whilst dribbling their football, to retrieve a piece of fruit from the Giant's garden.
(Co-ordination with Equipment)

If the Giant makes any sounds, sudden movements or wakes up - the kids must freeze on the spot (Agility - Reaction/Response) with their foot on top of their football pretending to be a tree in the garden.
(Static Balance - One Leg Standing).

If the Giant sees anyone moving they can send the kids back to the start and out of their garden.

Additions / variations - Introduce:
1. Kids must try and retrieve 2 pieces of fruit at a time
2. Fruit can also be placed further away and in front of Giant so kids have further to go and must try and go around the Giant to retrieve fruit

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
5. Dynamic Balance
8. Co-ordination with Equipment
12. Agility - Reaction/Response

6 - Superheroes

STORY:

This story we are going to turn into superheroes...

We will move around the city acting out all our favourite Superheroes and learning about some new ones too.

We will be able to be extra creative where kids will take the lead being their favourite superhero.

THEME - Superheroes

Activity 1 - Team Superhero

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A

INSTRUCTIONS -

Full area used as the city where all superheroes can be found.
There are four marked out corners which represent a different superhero.

As the kids move about the middle of the city (walking then jogging) they can be their own superhero with magic powers.

When coach shouts out the superhero that represents that particular cone/ corner, the kids must get to that cone as quick as they can.
(Agility - Reaction/Response)

After they reach that superheroes corner they will then turn into that particular superhero.

- Blue - Kids will start on the ground stretching as superhero wakes up and then fly around the city, one hand in the sky, one hand behind their back. (Static Balance - Floor Work)
- Green - Kids will now take massive steps crushing the city as they walk. (Dynamic Balance)
- Red - Kids will now fire webs with their hands to cover the city with spider webs. (Static Balance - Small Base & Dynamic Balance)
- White - Driving in their superhero car around the city. (Dynamic Balance to Agility)

Additions / variations - Introduce:

- Two hands up in the air flying around the city
- Balancing on one foot kids will spin round in a circle with arms OUT (static balance - one leg standing & dynamic balance)
- Lying on their back to then move onto hands and feet to walk around city (static balance - seated & floor work)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
5. Dynamic Balance
6. Dynamic Balance to Agility
12. Agility - Reaction/Response

THEME - Superheroes

Activity 2 - Superhero Soccer

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A

INSTRUCTIONS -

Full area used as the city where all superheroes can be found.
As the kids move about the city they will dribble their football which is their new superhero magic power.

When coach shouts out the superhero the kids will carry out that superheroes' action but this time using the football also.
(Agility - Reaction/Response)

- Kids will fly around the city, one hand in the sky, one hand behind their back flying over the static footballs on the ground. (Dynamic Balance to Agility)
- Kids will now take massive toe taps crushing the football into the ground. (Dynamic Balance)
- Kids will now jog around their football firing webs with their hands to cover the football with spider webs. (Static Balance - Small Base & Dynamic Balance)
- Driving in their superhero car around the city using football as steering wheel. (Dynamic Balance to Agility)

Additions / variations - Introduce the ball:

- Flying around the city holding football above head high in the sky (co-ordination ball skills)
- Balancing with one foot on top of the ball, kids will spin round in a circle with arms out (static balance - one leg standing & dynamic balance)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
3. Static Balance - Small Base
5. Dynamic Balance
6. Dynamic Balance to Agility
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Superheroes

Activity 3 - Gold Steal

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A

INSTRUCTIONS -

Full area is used as city for kids as the superheroes try and save the gold that has been stolen by the superheroes' arch enemies.

Kids (arch enemies) will be dribbling around the city with the gold at their feet. Once coach shouts 'go', the superheroes (2 kids) will have to fly around the city trying to catch (tag) all the arch enemies.
(Agility - Reaction/Response)

Once they tag them, the arch enemies hold their piece of gold (football) up into the air so it shines brightly in the sky. (Co-ordination with equipment)

Making a tunnel with their legs, the other enemies who have not been caught, will dribble up and then pass their own piece of gold through the legs of the caught enemy. (Co-ordination Ball Skills). This gets all the enemies back in the game working as their own team against the Superheroes.

Additions / variations - Introduce:

1. Superheroes have their superhero power of their football with them as they also dribble to go and catch the enemies
2. Add extra superheroes

FUNDAMENTAL SKILLS used within the game

8. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

7 - Dinosaurs

STORY:

This story we are going to find out about dinosaurs...

We will turn into explorers as we look to find the dinosaurs in the jungle.

We will work at being very careful in protecting the dinosaurs egg so they don't crack and then also having to run fast to get away from the dinosaur.

THEME - Dinosaurs

Activity 1 - Dinosaur Dodgeball

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-23A

INSTRUCTIONS -

Full area used as forest for dinosaurs to roam.

Kids all become the Raptors who are running away and trying to stay clear of the T-Rex who is chasing them with their egg (soft ball). (Co-ordination with Equipment, Agility - Reaction/Response & Dynamic Balance to Agility)

The T-Rex will roll their egg to try and hit the Raptors below the knee to catch them. Raptors may have to jump or hop to dodge the egg and if the T-Rex misses they need to go and chase after it for another shot. (Co-ordination Ball Skills)

However if they hit them, then the Raptor forms a pose of an extinct frozen Raptor with their claws up. (Static Balance - Small Base & One Leg Standing)

To free the caught frozen raptor, another raptor must run up and take a photograph which unfreezes the Raptor.

Additions / variations - Introduce:

1. Jumping forwards two feet together
2. Hopping forwards on one foot (static balance - one leg standing)
3. Jumping forwards with star jump
4. Backwards jump/hop
5. Sequence movement pattern - sideways or forwards then back (co-ordination - floor movement pattern)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern

THEME - Dinosaurs

Activity 2 - Egg Explorers

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, MNU 0-02A

INSTRUCTIONS -

Full area used as the forest where all the dinosaur's eggs have been left before they hatch.

The kids now become the dinosaur explorers and have to go and find all the eggs in the forest.

Making sure they don't touch any, the explorers will use all the eggs like an obstacle course, jumping, hopping, skipping and running around. (Dynamic Balance to Agility & Co-ordination with Equipment)

The explorers will count all the eggs they find on their mission.

Additions / variations - Introduce:

1. Use further equipment for obstacle course such as ladders, hurdles, hoops etc. (agility - reaction/response)
2. Create movement pattern for kids dodge the dinosaur eggs - jump, hop, jump etc. (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

THEME - Dinosaurs

Activity 3 - Protect the Egg

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, LIT 0-02A

INSTRUCTIONS -

Full area used as forest for all the explorers to be dribbling their dinosaur eggs around.

Making sure they don't crack the egg open, they should take small touches keeping the egg very close to them. (Dynamic Balance)

Looking after the egg the coach will shout out a few things the explorers must do. (Agility - Reaction/Response):

1. Warm The Egg - gently toe taps on top of the egg making sure it doesn't crack open. (Static Balance - One Leg Standing)
2. Clean The Egg - all kids on the floor of the forest holding themselves off the ground with their hands whilst they take gentle touches in-between their feet cleaning the egg. (Static Balance - Seated)
3. Protect The Egg - all kids will sit on their egg. (Static Balance - Seated)

Additions / variations - Introduce:

1. Polish The Egg - big circles with one foot on top of the egg (static balance - one leg standing)
2. Whilst protecting the egg, kids can form a bigger protection shield sitting on the egg with being fully stretched out facing upwards (static balance - floor work)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
5. Dynamic Balance
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - Dinosaurs

Activity 4 - The Attack of the T-Rex

Curriculum for Excellence
Experiences & Outcomes

MNU 0-02A, LIT 0-02A, ENG 0-03A

INSTRUCTIONS -

Full area used as forest as kids turn into the dinosaur explorers.

Set up a marked out coned area which becomes the T-Rex Den.

Kids will all be dribbling and protecting the T-Rex eggs as they move about the forest.

When coach shouts 'go' - the T-Rex's (without footballs) come out of their den to try and catch the explorers and retrieve their eggs.
(Agility - Reaction/Response & Co-ordination Ball Skills)

If they tag any explorers they must go the den and take 5 toe taps on top of the egg before coming back into the forest to continue dribbling again.
(Static Balance - One Leg Standing)

Additions / variations - Introduce:

1. T-Rex's must dribble their football (egg) too
2. T-Rex can either tag whilst dribbling or they can pass their egg off another explorer's egg to catch them (co-ordination - ball skills)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

8 - On the Farm

STORY:

This story we are going a trip to the farm...

We will find out about all the different farm animals and what they eat, what they provide us with and what noises they make.

We will also have the opportunity to work on our numbers and also telling the time.

THEME - On the Farm

Activity 1 - Animal Farm

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, LIT 0-02A

INSTRUCTIONS -

Full area used with markers (animal houses) in each corner.

Kids will be moving about in the middle area of the farm looking to see if they can find any of the animals.

When coach shouts out the animal they must go to that particular corner of the room as fast as possible to see the animals in their house.

1. White - Cow (waking up from sleeping and stretching up to the sky). (Static Balance - Floor Work)
2. Yellow - Chicken (slow steps coming out of pen). (Static Balance - One Leg Standing & Dynamic Balance)
3. Orange - Pigs (wakening up and sitting in the pig sty). (Static Balance - Seated)
4. Blue - Rabbits (two feet together bouncing around the farm). (Dynamic Balance to Agility)

Additions / variations - Introduce the ball:

1. White - Cow (waking up from sleeping and stretching up to the sky with ball tucked under legs) (static balance - floor work)
2. Yellow - Chicken (slow toe taps on top of ball as taking steps coming out of the chicken pen) (static balance - one leg standing & dynamic balance)
3. Orange - Pigs (wakening up and sitting on the football whilst still in the pig sty) (static balance - seated)
4. Blue - Rabbits (two feet together bouncing around the farm over footballs) (dynamic balance to agility)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
5. Dynamic Balance
6. Dynamic Balance to Agility
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - On the Farm

Activity 2 - Farmer's Field

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as farmers field for kids to turn into sheep as they move about dribbling their football.

Farmer shall send his/her sheepdogs out to try and catch all the sheep who must then return to the marked out coned off area which becomes the sheep pen. (Agility - Reaction/Response)

Sheep should take small touches of the football and beware of the rushing sheepdogs. If the sheepdog tags a sheep, they must dribble their football into the sheep pen and take 5 toe taps on top of the ball before returning to the farmer's field.
(Co-ordination with Equipment & Static Balance - One Leg Standing)

Additions / variations - Introduce:

1. Sheepdogs must dribble their football
2. Sheepdogs can either tag whilst dribbling or they can pass their football off another sheep's football to catch them (co-ordination ball skills)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
6. Co-ordination with Equipment
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - On the Farm

Activity 3 - What's the Time Mr. Wolf?

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, MNU 0-02A

INSTRUCTIONS -

Full area used as the farmer's field with all the sheep at one end of the field and the scary wolf at the opposite end with his/her back to the sheep.

Coach shouts:
'1, 2, 3' and all the sheep shout: 'What's the time Mr Wolf?' in response.

The wolf will shout back what time it is and whatever number the wolf shouts out, the sheep will take the many small touches moving forwards towards the wolf (Dynamic Balance). Once they have reached that number they will place their foot on their ball. (Static Balance - One Leg Standing)

Once the sheep are close to the wolf, the wolf can instead of replying with a number, shout 'Dinner Time!' - the wolf will then chase the sheep back to their pen trying to catch (tag) one of them.
(Co-ordination Ball Skills & Agility - Reaction/Response)

Additions / variations - Introduce:
1. Two wolfs working together to then catch the sheep
2. Add an extra sheep pen half way in the field which the sheep can also move into to keep them safe from the wolf (co-ordination with equipment)

FUNDAMENTAL SKILLS used within the game
1. Static Balance - One Leg Standing
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

9 - The Body Colours & Shapes

STORY:

This story we are going to learn all about the body, colours, and shapes...

We will have to be creative in forming some of the shapes and also keep our head up so we can see all the colours

THEME - The Body, Colours & Shapes

Activity 1 - Dodgeball

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A

INSTRUCTIONS -

Full area used for kids to run about it.

Kids are all running and trying to stay clear of the catchers whom are chasing them with soft ball.
(Agility - Reaction/Response & Dynamic Balance to Agility)

The catchers will roll their ball to try and hit the kids below the knee to catch them. Kids may have to jump or hop to dodge the ball and if the catcher misses they need to go and chase after it for another shot (Co-ordination Ball Skills). However if they do hit them, then the kid freezes on the sport and makes a tunnel with their legs.

Only way to free the kid who has been caught is for another kid to crawl forwards under their legs. (Static Balance - Floor Work)

Additions / variations - Introduce the ball:

1. Another chaser/catcher
2. All kids can have a ball which they must dribble with their feet. The catchers must try and roll their ball to hit one of the other kids' footballs to catch them. .
   If they hit their ball, then kid freezes and holds football high in the air forming a tunnel with their legs. Another kid can unfreeze the kid by passing their own ball through their legs (co-ordination ball skills)
3. Parents have a ball to chase child, then vise vera

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
3. Static Balance - Floor Work
6. Dynamic Balance to Agility
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

THEME - The Body, Colours & Shapes

Activity 2 - Ball Chasing

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, LIT 0-02A, ENG 0-03A

INSTRUCTIONS -

Full area used with coloured cones scattered across full area.

All kids will have a football in their hands to jog around with and can jump/hop/skip over any of the coloured cones.
(Dynamic Balance to Agility & Co-ordination with Equipment)

If coach shouts 'Roll' - all children will roll their football on the ground and then chase it trying to get in front of it so they can scoop it back up with two hands. (Agility - Ball Chasing)

If coach shouts a certain colour of cone - all children must run and get to that particular colour as quick as possible.
(Agility - Reaction/Response & Co-ordination with Equipment)

Additions / variations - Introduce:

1. Sequence movement pattern over cones – e.g. sideways or forwards then back (co-ordination - floor movement patterns)
2. Sequence movement pattern moving from set coloured cones - e.g., red, blue, green (co-ordination with equipment)
3. After kids roll their football, they must try and scoop the ball up using only one hand (agility - ball chasing)

FUNDAMENTAL SKILLS used within the game

6. Dynamic Balance to Agility
8. Co-ordination with Equipment
9. Co-ordination Ball Skills
10. Co-ordination Floor Movement Pattern
11. Agility - Ball Chasing
12. Agility - Reaction/Response

THEME - The Body, Colours & Shapes

Activity 3 - Shapes

Curriculum for Excellence
Experiences & Outcomes

HWB 0-23A, ENG 0-03A

INSTRUCTIONS -

Full area used as kids dribble about making sure they don't bump into any of shapes.

Various coloured shapes can be laid out on the ground using the full area.

When coach shouts out particular shape, the kids will have to find the shape and then dribble around it, making sure they keep their football close and not hit any of the equipment.
(Agility - Reaction/Response & Co-ordination with Equipment)

Additions / variations - Introduce:

1. Coach can shout out a colour which then all kids must then get to and freeze no matter which shape they are at. Coach can then ask some of the children which shape they are at (agility - reaction/response)
2. Kids can use football in their hands to jog around area finding all the shapes (co-ordination with equipment)

FUNDAMENTAL SKILLS used within the game

8. Co-ordination with Equipment
12. Agility - Reaction/Response

THEME - The Body, Colours & Shapes

Activity 4 - Body Parts

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A, MNU 0-02A

INSTRUCTIONS -

Full area used as kids dribble their football keeping it close to their feet.

When coach shouts out a part of their body, they must stop their football first and then put that body part on the ball. (Agility - Reaction/Response)

Once the full group has that body part on the ball, coach will ask everyone to get back up and continue dribbling their football.

- Head (lying on ground in press-up position with head on the ball. (Static Balance Floor Work)
- Knee (standing upright with knee on ball. (Static Balance - Small Base)
- Stomach (lying on ball with hands and feet touching ground). (Static Balance Floor Work)
- Ear (kneeling with ear on ball. (Static Balance - Floor Work)
- Elbow (kneeling with elbow on ball. (Static Balance - Floor Work)
- Bottom (sitting on ball. (Static Balance - Seated)

Important the kids keep their football close to them as it will be easier for them to quickly stop the ball.

Additions / variations - Introduce:

1. Points system - the kid that can react the quickest and have the desired body part on the ball receives 3 points, 2nd fastest kid receives 2 points and everyone else 1 point

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
2. Static Balance - Seated
3. Static Balance - Floor Work
4. Static Balance - Small Base
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

10 - Scotland

STORY:

This story we are going to learn all about Scotland...

We will learn about the countries that make up the United Kingdom, our national symbol and also the story of The Battle Of Bannockburn.

THEME - Scotland

Activity 1 - Scotland

Curriculum for Excellence
Experiences & Outcomes

HWB 0-21A, 0-22A, 0-24A

INSTRUCTIONS -

Full area used with markers (cities) in each corner.

Kids will be moving about in the middle of Scotland looking to see which city they can find. When coach shouts out the city they must go to the corresponding corner of the room as fast as possible.
(Agility - Reaction/Response & Co-ordination with Equipment)

- Blue - Dundee
- White - Glasgow
- Green - Edinburgh
- Red - Aberdeen

Additions / variations - Introduce the ball:
1. Remove the cones so it's a memory game as to what corner represents which city
2. Add the ball as the kids dribble their football to each city

FUNDAMENTAL SKILLS used within the game
8. Co-ordination with Equipment
12. Agility - Reaction/Response

THEME - Scotland

Activity 2 - Thistle Dodge

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A, LIT 0-04A

INSTRUCTIONS -

Full area used as the Scottish field covered with thistles (cones).

All kids will have their football dribbling in and out of all the thistles making sure they don't touch any.
(Co-ordination with Equipment and Dynamic Balance)

If their football touches any of the thistles, this jags the ball and the kids will need to dribble their football into the pond (marked out cone area) to wash and clean their football. (Co-ordination with Equipment)

They do this by making big circles with their foot on top of the ball.
(Static Balance - One Leg Standing)

Additions / variations - Introduce:

1. Kids can start without the ball and jump, skip, hop over the thistles (dynamic balance to agility)
2. Sequence movement pattern - sideways or forwards then back over thistles (co-ordination floor movement patterns)

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
5. Dynamic Balance
6. Dynamic Balance to Agility
8. Co-ordination with Equipment
10. Co-ordination Floor Movement Pattern
12. Agility - Reaction/Response

THEME - Scotland

Activity 3 - Battle of Bannockburn

Curriculum for Excellence
Experiences & Outcomes

HWB 0-22A, 0-23A, 0-24A, LIT 0-02A, ENG 0-03A

INSTRUCTIONS -

Marked out area used as battlefield for kids (Team Scotland) to try and get past the warriors in the middle of the battlefield.

The warriors will be standing in the middle waiting to try and get the Scottish team's shields (football).

Coach shouts: 'Scotland, are you ready?' to which they will be ready with foot on top of their shield and respond with shouting: 'Freedom!'

The coach will then ask: 'warriors are you ready?' to which they will respond: 'Ready!'

Scotland with their shields (ball) will have to dribble their way past the warriors, taking small touches to keep their shield close to get to the other side of the battlefield. (Dynamic Balance & Static Balance - Small Base)

If the warriors manage to touch the shield (ball) with their feet - that member of team Scotland becomes a warrior as well.
(Co-ordination Ball Skills & Agility - Reaction/Response)

Additions / variations - Introduce:

- Warriors must try and retrieve the shield (ball) from Team Scotland and then dribble it into their net/den
- Make the battlefield smaller or narrower making it harder for Team Scotland

FUNDAMENTAL SKILLS used within the game

1. Static Balance - One Leg Standing
4. Static Balance - Small Base
5. Dynamic Balance
9. Co-ordination Ball Skills
12. Agility - Reaction/Response

NOTES

SCOTTISH FA
Early Years Resource

Scottish FA
Hampden Park, Glasgow G42 9AY